

Window Rock Unified School District

Highly Effective Teachers and Principals
April 2012



AZ Framework For Measuring Educator Effectiveness– WRUSD Committee

- ▶ Margaret Upshaw– Human Resources Director
- ▶ Jeanna Dowse– C.I.A. Director
- ▶ Elvira Emerson–Research & Data Analysis Coordinator
- ▶ Erik Haarstad– TMS Principal
- ▶ Eric Lords– TES Principal
- ▶ Jesus Feliciano–WRHS Teacher
- ▶ Audra Platero– TDB Teacher



Purpose of our Evaluation System

- 1) Determine whether students are meeting achievement growth expectations.
- 2) Determine the types of assistance and support a struggling teacher or principal may need
- 3) Gather information to determine what professional development opportunities are needed
- 4) Gather information on a teacher's or principal's ability to work collaboratively with colleagues to evaluate needs of and determine appropriate instruction for at-risk or struggling students.
- 5) Determine how students and parents perceive a teacher's instructional efforts or a principal's leadership efforts.

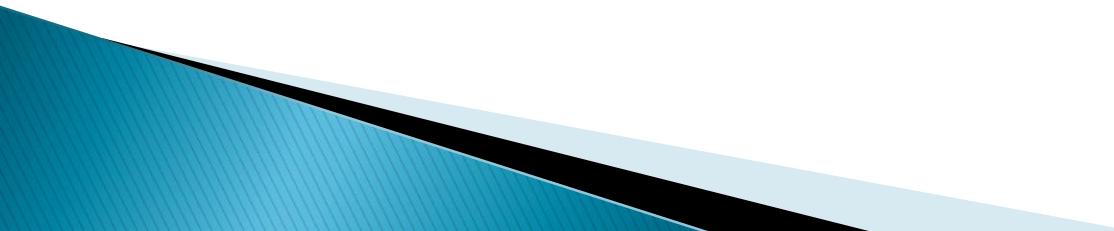




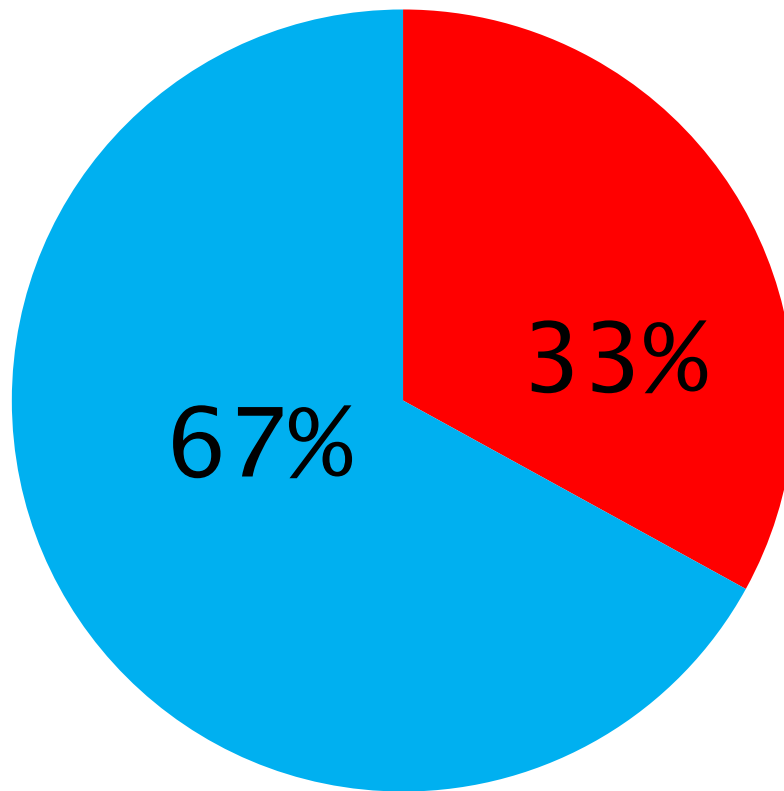
Teacher Effectiveness

- ▶ Knowledgeable
state standards, content area, teaching strategies, data to drive instruction, designs effective and meaningful lessons
- ▶ Classroom Manager
organized, well-prepared, creates an environment conducive to learning
- ▶ Professionalism
collaborates, reflective teaching, wants to create a positive change, good communicator
- ▶ Student Centered
caring, high expectations, believes all students can learn, positive, facilitator

Effective Teachers

- ▶ Evidence of Growth in Student Learning and Competency
Examples: *AIMS, Galileo, Pre/Post Assessments*
 - ▶ Evidence of Instructional Quality/Leadership
 - ▶ Examples: *Teacher Observations, Lesson plans, Surveys*
 - ▶ Evidence of Professional Responsibility
 - ▶ Examples: *Portfolios, Professional Development, Surveys, Teacher Attendance*
- 

Sample Weighting Group “A”



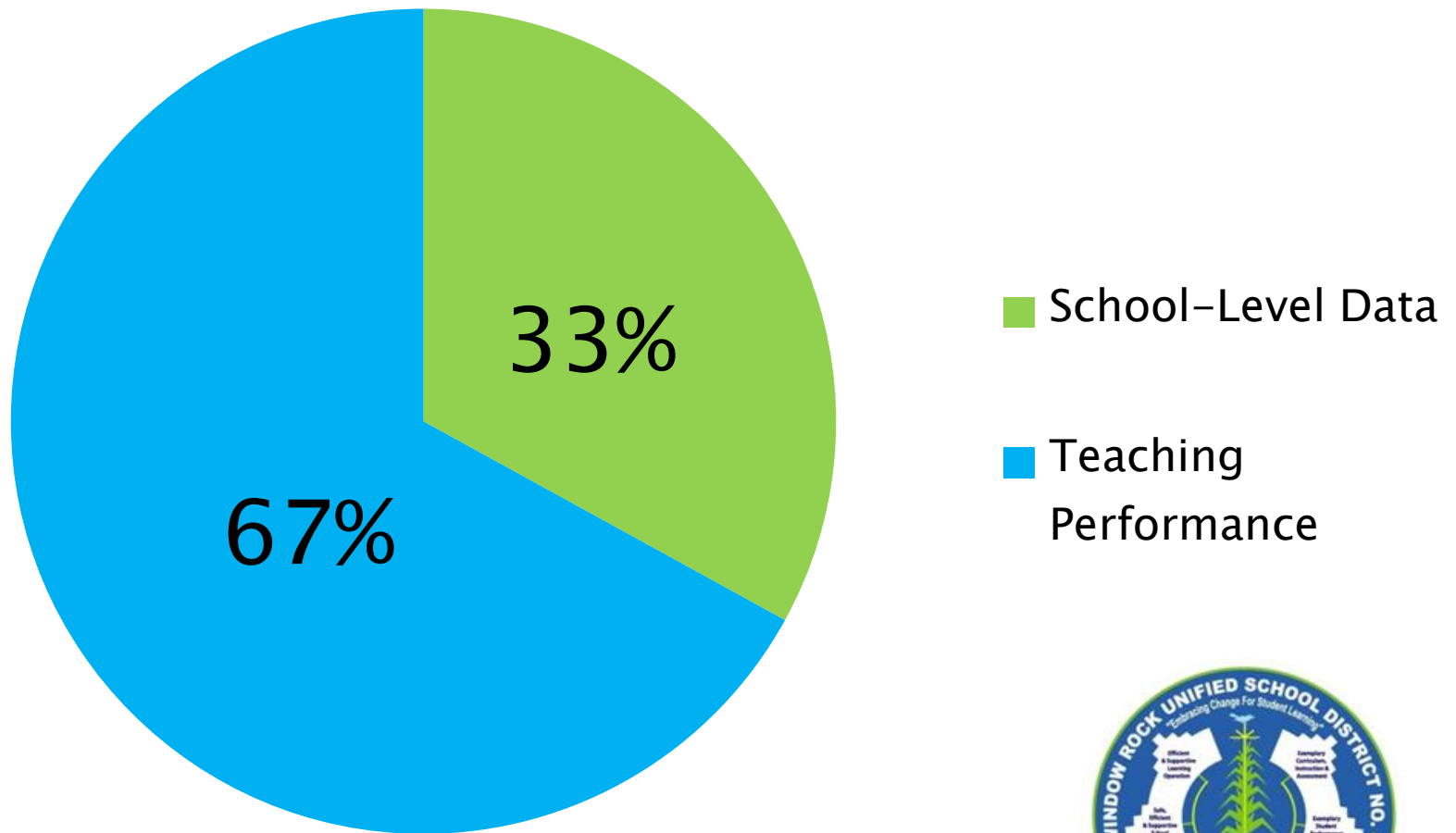
- Classroom-Level Data
- Teaching Performance



Framework for Teacher Evaluation Instrument– Group “A”

	Classroom–Level Data 33%	Teaching Performance 67%
GROUP “A” (Teachers with available classroom–level student achievement data that are valid & reliable; aligned to AZ’s academic standards, & appropriate to individual teachers’ content areas.	<ul style="list-style-type: none">•AIMS•Stanford 10 (SAT 10)•District/School–Level Quarterly Benchmark Assessments, aligned with Arizona State Standards (Benchmark Data– Development Level scores OR increase in test percentages OR Increase in Mastery Levels?)	<p>Dr. Marzano’s Causal Teacher Evaluation Model</p> <ul style="list-style-type: none">–4 observations per SY–Possible Rubric <p>Beginning (Ineffective) Developing (Partially Effective) Applying (Effective) Innovating (Highly Effective)</p>

Sample Weighting Group “B”



Framework for Teacher Evaluation Instrument– Group “B”

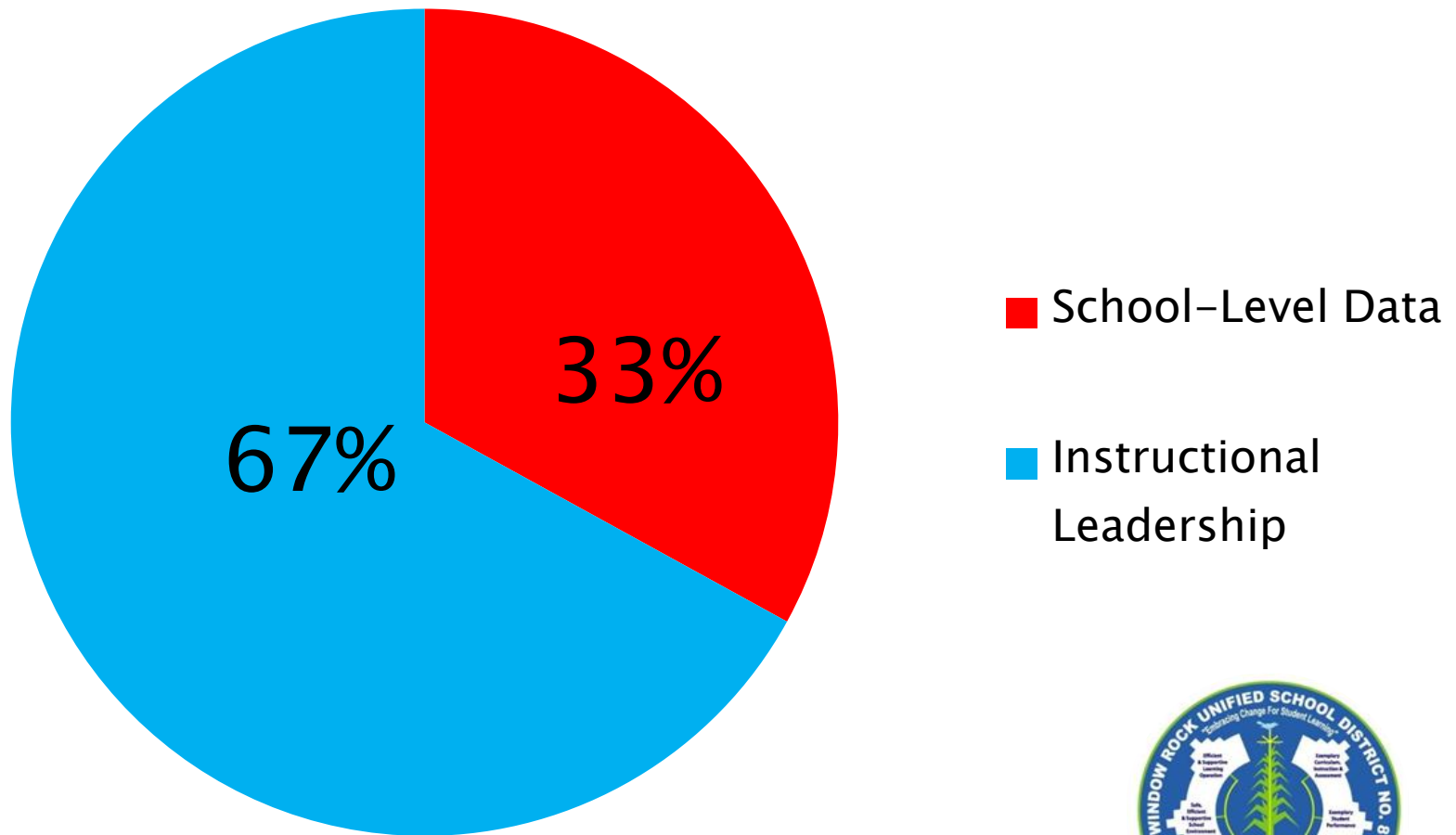
	School–Level Data 33%	Teaching Performance 67%
GROUP “B” (Teachers with limited or no available classroom–level student achievement data that are valid and reliable, aligned to Arizona’s academic standards, and appropriate to individual teachers’ content areas.)	<ul style="list-style-type: none">•AIMS (Aggregate school, grade, or team level results)•Stanford 10 (aggregate school, department or grade level results)•Survey data•AZ LEARNS Profiles•Other valid and reliable school–level data <u>•Required</u> The sum of available school–level data and classroom–level data shall account for between 33% & 50% of evaluation outcomes.	Dr. Marzano’s Causal Teacher Evaluation Model –4 observations per SY –Possible Rubric Beginning (Ineffective), Developing (Partially Effective) Applying (Effective) Innovating (Highly Effective) <u>Required</u> Teaching Performance results shall account for between 50%–67% of evaluation outcomes.



Principal Effectiveness

- ▶ Good Communicator
listens, collaborates, displays honesty & integrity, uses constructive criticism & has an 'open door' policy
- ▶ Displays Good Human Relations
supports & guides teachers, shows respect for teachers, students and parents
- ▶ Instructional Leader –
supports the vision & mission of the district
knowledgeable about the latest educational trends, laws & best practices, research & data driven.
- ▶ Motivator – leads by example, energetic dynamic & innovative, inspires & encourages staff to meet goals

Sample Weighting Principals



Framework for Principal Evaluation Instruments

	School-Level Data 33%	Instructional Leadership 67%
ALL PRINCIPALS	<ul style="list-style-type: none">•AIMS (Aggregate school or grade level results)•Stanford 10 (aggregate school or grade level results)•AZ LEARNS Profiles•Quarterly Benchmark Data (Development Level Scores OR Test Percentages OR Mastery Levels) <p><u>Required</u> School-level elements shall account for at least 33% of evaluation outcomes.</p>	<p>Currently researching: Dr. Marzano's School Leadership Model to use for the evaluation of principal effectiveness.</p> <p>Surveys</p> <p>Artifacts (Goal Setting, PD Portfolio, Implementation Checklist)</p> <p><u>Required</u> Instructional Leadership results shall account for no more than 50–67% of evaluation outcomes.</p>